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COLUMBIA COLLEGE.

MR. JAY'S

CENTENNIAL ADDRESS.

DECEMBER 21st, 1876.

COLUMBIA COLLEGE.

HER HONOURABLE RECORD IN THE PAST,

WITH

A GLANCE AT HER OPPORTUNITIES IN THE FUTURE.

COLUMBIA COLLEGE.

HER HONOURABLE RECORD IN THE PAST, WITH A GLANCE
AT HER OPPORTUNITIES IN THE FUTURE.

A CENTENNIAL DISCOURSE

DELIVERED BEFORE THE

ASSOCIATION OF THE ALUMNI,

DECEMBER 21st, 1876.

BY

THE HONOURABLE JOHN JAY,

LATE ENVOY EXTRAORDINARY AND MINISTER PLENIPOTENTIARY TO AUSTRIA-HUNGARY.

NEW YORK:

PUBLISHED BY THE ALUMNI ASSOCIATION OF COLUMBIA COLLEGE.

1876.

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ALUMNI ASSOCIATION OF COLUMBIA COLLEGE.

THE Standing Committee, representing this Incorporation, having authorized their Chairman, FREDERIC DE PEYSTER, LL.D., to communicate with the Hon. JOHN JAY, for the delivery of an address on subject-matters connected with their Alma Mater, it was promptly arranged between them that such address be delivered on the 21st of December, 1876, at the theatre of the Union League Club, in the city of New York.

Upon the delivery of the Address at the time and place designated, the Association then and there held a Special Meeting to express to Mr. Jay the great gratification which he had afforded them.

Whereupon, Judge Wm. Mitchell moved, and E. F. Brown, Esq., seconded, the following Resolution, which was read and unanimously adopted :

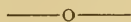
Resolved, That the thanks of the Alumni Association of Columbia College be and the same are hereby tendered to the Hon. John Jay for his able and eloquent discourse delivered before them this evening, and that a copy be requested for publication.

Further resolved, That the Special Committee in charge of this celebration are authorized to carry into effect the foregoing resolution.

FREDERIC DE PEYSTER,
HENRY DRESLER,
WILLIAM MITCHELL,

Special Committee.

MR. JAY'S CENTENNIAL ADDRESS.



MR. PRESIDENT AND GENTLEMEN, ALUMNI OF COLUMBIA COLLEGE :

YOU have deemed it fitting that in this Centennial year we should unite in commemorating the historic epoch upon which our Alma Mater, through the influence of her teachings, exerted so marked an influence.

Recognizing the just and honorable claims of her elder sisters, among whom were Harvard and Yale, William and Mary, and Princeton and the lesser academies and schools in which were educated the men of the Revolution, we cannot, as we thank God for the unity, the freedom, and the progress of the Republic, forget the prominent part borne by the alumni of Kings in securing for us these blessings.

Their names are associated with the manly and difficult statesmanship which, under the mistaken course of the mother country, led to the Declaration of Independence ; with the courage and resolution that marked the conduct of the war, and with the peace negotiations at Paris, where our commissioners, surmounting the difficulties, presented by their instructions on the one hand, and the trained finesse of the continent on the other, maintained intact the national dignity, and secured for our infant Republic, the Fisheries, the North-western boundaries, and the Mississippi.

They are again identified with the clear-sighted and profound sagacity that measured the defects of the Articles of Confederation, and framed and expounded the principles of that National Constitution, which gave us strength at home and character abroad ; which, in our civil war, stood a strain that the publicists of Europe believed would prove fatal, and

which stands to-day with an elasticity equal to its strength, the common law of our common country.

What time fitter than this Centennial year to recall what our Alma Mater accomplished towards the founding of the Republic, what she has since done for its advancement in learning and law, literature, science, and art : what recently she did by her young heroes to save the country from disruption and dishonor ! What fitter time to consider the further steps it may become her to take in accord with her avowed principles, the prominence of her position, the magnitude of her wealth, the sacredness of her traditions to keep pace with the Republic at whose birth she assisted ; and during the new century that is opening before us to make Columbia College as widely useful to the American people as was Kings College to the American Colonies.

That after a prolonged residence abroad I should have been selected to address you on this occasion is an honor which I warmly appreciate, and for which I pray you to accept my thanks.

In recurring to the history of Kings and Columbia, I have been greatly assisted by the interesting " Historic Sketch of the College and its Associate Schools," recently prepared by Prof. Van Amringe, at the request of the National Bureau of Education at Washington, based upon the sketch by Dr. Moore, continued by Rev. Beverley R. Betts, and also by the Catalogue of the Governors, Trustees, and Alumni from 1754.

DUTCH SCHOOLS IN NEW NETHERLANDS.

The foundation of our College does not carry us back to the earlier times when the Dutch and Huguenots swayed the youthful settlement of New Netherland ; although it would seem that nearly a century before the corner-stone of Kings was laid, the necessity of commencing an institution of learning had been recognized, and the advantages which it would confer upon the growing city had been foretold.

The colony is believed to have been the first in America where public schools were established under the wise system

of the Hollanders, who provided everywhere, at the public expense, schools for all classes in the ordinary branches. By the Charter of Privileges and Exemptions, the patroons and colonists were enjoined to make prompt provision for a minister and a schoolmaster, and three years afterwards, in 1633, arrived the first schoolmaster, Adam Roelandsen.

In 1656 the attention of the West India Company, as Mr. Brodhead tells us, had been called by Domine Drisius to the advantage of establishing a Latin school at New Amsterdam. In exhibiting to the Amsterdam Chamber, by whom the proposition was favorably received, the desire of the inhabitants to have their children instructed in the most useful languages, they suggested that the neighboring places would send their children there to be educated, and that New Amsterdam might "finally attain to an academy whereby the place, arriving at great splendour, your Honours shall have the reward and praise."

A high school was established by this movement, and under Domine Ægidius Luyck it gained so much reputation that children were sent to it from Fort Orange, the South River, and Virginia.

ENGLISH EFFORTS IN NEW YORK.

The conquest of the colony by the English, in 1664, while in many respects a fortunate event for our ancestors in securing for them political advantages, the common law and representative institutions, seems to have brought no improvement in the way of education ; a fact attributable perhaps to the circumstance, that in the colonial wars compelled by the disputes of European powers, New York became, as Kent remarks, "the Flanders of America."

In 1703 Lord Cornbury, the Governor of the province, appears to have proposed to build a college, and the Rector and Wardens of Trinity parish were directed to wait upon his lordship to know what part of the King's Farm, then vested in Trinity Church, had been intended for the purpose.

Again, in 1729, there seems reason to believe that Bishop

Berkeley had thought of New York as the site of the establishment which he had first intended for Bermuda.

In 1732, the Assembly, by a bill drafted by the Speaker, Mr. Philipse, and brought in by Mr. De Lancey, made provisions for the endowment of a free school for Greek, Latin, and the practical branches of mathematics. In 1746 an act was passed for raising £2,500 by a public lottery for the encouragement of learning and the founding of a college.

By successive lotteries the sum of £3,443 was raised and vested in trustees, ten in number, two of the Dutch Reformed Church, one a Presbyterian, and seven members of the Church of England, of whom several were vestrymen of Trinity Church; and presently Trinity Church offered to them "any reasonable quantity of the Church farm which was not let out, for erecting and use of a college."

It is suggested by the author of the "Historical Sketch," that the grant of the King's Farm to that corporation had been made with a view to the advancement of learning as well as religion, and that if such were the case, the offer from the Church was in fulfilment, after a lapse of fifty years, of the original design.

THE CHARTERING OF KINGS COLLEGE.

The apprehension of an approach to a Church Establishment within the province caused violent opposition to the plan, and delayed the granting of the charter to Kings College until the 31st of October, 1754.

On the 17th of July, in that year, under the presidency of Dr. Samuel Johnson, eight students were examined and admitted, and among them were the familiar names of Samuel Verplanck, Philip Van Courtlandt, Robert Bayard, Henry Cruger, and Samuel Provoost.

The last of these was in after years described as "the easy, good-tempered, gentlemanly, and scholarly Dr. Provoost, Bishop of New York, a Chaplain of Congress, and a welcome guest at the dinner-table of his friends." It speaks well for the tuition of this first class, that Bishop

Provoost is commemorated as a scholar, who, in addition to his ecclesiastical and Hebrew lore, was familiar with the Greek, Latin, French, German, and Italian languages : and it is said that the Bishop, as a literary recreation in the intervals of episcopal duty, had made a poetical translation of Tasso.

The Charter of the College named as Governors the Archbishop of Canterbury and the First Lord Commissioner for Trade and Plantations, who were empowered to act by proxy ; the Lieutenant-Governor, and Commander-in-Chief of the Province of New York ; the Eldest Counsellor of the Province, the Judge of the Supreme Court of Judicature, the Secretary, the Attorney-General, the Speaker of the General Assembly, the Treasurer of the Province, the Mayor of the City, the Rector of Trinity, the Senior Minister of the Dutch Reformed Church, the Minister of the Ancient Lutheran Church, of the French Church, and of the Presbyterian Congregation, and the President of the College, and with these were joined twenty-four of the principal gentlemen of the city.*

Trinity Church next conveyed to the College corporation the land fronting easterly on Church Street, between Barclay and Murray Streets, 444 feet, and running westwardly to the Hudson River. This gift was on the conditions that the President forever should be a member of and in communion with the Church of England, and that the service in the College should be taken from the Liturgy, with a special collect. The conditions exposed the College to the charge of having an exclusive character, and led to an additional charter providing for a professorship in Divinity according to the doctrines of the Synod of Dort.

The device adopted for the College seal was the same now in use, with the motto *In lumine tuo videmus lumen*. On the 23d August, 1756, the first stone of the College edifice, in

* These were Archibald Kennedy, Joseph Murray, Josiah Martin, Paul Richard, Henry Cruger, Wm. Walton, John Watts, Henry Beekman, Philip Verplanck, Frederic Philipse, Joseph Robinson, John Cruger, Oliver De Lancey, James Livingston, Esqrs., Benjamin Nicoll, William Livingston, Joseph Read, Nathaniel Marston, Joseph Haynes, John Livingston, Abraham Lodge, David Clarkson, Leonard Lispenard, and James De Lancey the younger, Gentlemen.

College Place, was laid by Sir Charles Hardy, the Governor of the Province.

In May, 1760, the officers and students began to lodge and mess in the new building, and in June, the President, in a Latin speech, congratulated the Governors, assembled for the first time in the college Hall. Among the teachers were Mr. Cutting, a thorough classical scholar, from Pembroke Hall, Cambridge, and Mr. Treadwell, of Harvard, who was succeeded by Mr. Harpur, from Glasgow, as Professor of Mathematics; and later Archbishop Secker sent from England the Rev. Myles Cooper, of Queen's College, Oxford, who was made Professor of Moral Philosophy, and succeeded Dr. Johnson as President in 1763. The College at this time had only twenty-four students; but this number, as the "Historic Sketch" remarks, was equivalent, in proportion to the population, to nine hundred at the present time.

In 1767 a committee who had been appointed to petition Sir Henry Moore, then Governor of the Province, made report that they had obtained a grant of 24,000 acres; but the township was, unfortunately for the College, included in the tract afterwards claimed by New Hampshire and ceded by New York. A medical school was instituted within the College, and three of its professors, Doctors Middleton, Jones, and Bard, were active promoters of the establishment of the New York Hospital. The character of the College, as we approach the beginning of our Revolutionary War, may be gathered from a paper left by Dr. Cooper and ascribed to his pen, and supposed to have been written about 1773.

After touching on its foundation, the provisions of the charter, the great emolument it had received by grant from his Most Gracious Majesty George the Third, and liberal contributions from many of the nobility and gentry in England, the Society for the Propagation of the Gospel, and public-spirited gentlemen in America and elsewhere, the paper continues:

"By means of these and other benefactions the Governors of the College have been enabled to extend their plan of education almost as diffusely as any college in Europe; herein

being taught by proper Masters and Professors, who are chosen by the Governors and President, Divinity, Natural Law, Physic, Logic, Ethics, Metaphysics, Mathematics, Natural Philosophy, Astronomy, Geography, History, Chronology, Rhetoric, Hebrew, Greek, Latin, Modern Languages, and Belles Lettres, and whatever else of literature may tend to accomplish the pupils as scholars and gentlemen.

“To the College is also annexed a Grammar School for the due preparation of those who propose to complete their education in the Arts and Sciences.

“All students but those in medicine are obliged to lodge and diet in the College, unless they are particularly exempted by the Governors or President. . . .

“The College is situated on a dry gravelly soil, about one hundred and fifty yards from the Hudson River, which it overlooks, commanding from the eminence on which it stands a most extensive and beautiful prospect of the opposite shore and country of New Jersey, the City and Island of New York, Long Island, Staten Island, New York Bay with its islands, the Narrows forming the mouth of the Harbor, etc. . . .

“Visitations by the Governors are quarterly. . . .

“This Seminary hath already produced a number of gentlemen who do great honor to their professions, the place of their education, and themselves, in Divinity, Law, Medicine, etc., etc., in this and various other colonies, both on the American Continent and West India Islands, and the College is annually increasing as well in students as reputation.”

Dr. Cooper's Tory sentiments, which were openly expressed in his writings and conversation, gave offence to the liberal party. A threatening letter from Philadelphia was addressed to him and to four other gentlemen of New York, in April, 1775, and on the night of the 10th of May his lodgings were forcibly entered by a mob, whom the Doctor, forewarned by a former pupil, narrowly escaped, passing, only half dressed, over the College fence, to the shore of the Hudson, and taking refuge the next day on board an English vessel in the harbor.

He soon after sailed for England, and his place as President

was supplied by the appointment of the Rev. Benjamin Moore.

In April, 1776, the College buildings were demanded for the reception of troops, the students were dispersed, and the College slumbered during the war, until the spring of 1784, when, on the 1st of May, it received from the Legislature a new charter and its present name.

ITS INFLUENCE ON THE REVOLUTION.

The estimate in the paper of Dr. Cooper of the services rendered by Kings College in the education of her sons before the beginning of the Revolution has been more than confirmed by the mature judgment of succeeding generations, after the lives and characters of those alumni had been stamped upon the institutions of their country, and had influenced by its foundation the destinies of the world.

It has been well remarked of Kings College that it may be justly regarded as a proof of the influence which liberal studies exercise upon the minds of youth in awakening a love of liberty—a spirit intolerant of tyranny, injustice, and oppression, that notwithstanding the political principles of those who administered the government of the College, and despite the talents and popularity of Dr. Cooper, a large proportion of his pupils were among the foremost champions of liberty in the Cabinet and in the field.

“There were early found,” said that distinguished scholar, Gulian C. Verplanck, whose classic pen reflected so much of honor on our Alma Mater, “there were early found Jay and Livingston, Morris and Benson, Van Cortlandt and Rutgers, and Troup and Hamilton.” And the testimony borne by another learned jurist, illustrated by a verse singularly apposite, is the more interesting from the fact that he was not an alumnus. I refer to the late Honorable Benjamin F. Butler, formerly Attorney-General of the United States, who said of Kings College :

“The influence of that institution on the literary character of the State was truly wonderful ; for though the whole num-

ber of students educated in the College prior to 1775 was but one hundred, many of them attained to great distinction in their respective professions, and in public life. In reference to them and to their alma mater, the language of the Roman poet would scarcely be too strong :

“ ‘Felix prole virum
Læta deum partu, centum complexa nepotes
Omnes cælicolas, omnes supera alta tenentes.’ ”

The place in American history of the men whose names called forth this generous tribute, and the part which New York, under their lead, took in the event which we this year commemorate, will show with what reason the Attorney-General spoke of them as a titanic progeny.

The solid culture of Kings was conspicuous in the State papers which Dr. Samuel Johnson, with ponderous pen, attempted to refute in his “Taxation no Tyranny,” and to which the peers of England, representing the highest learning of Oxford and Cambridge, were pointed by the Earl of Chatham as exhibiting a decency, fairness, and wisdom ; a solidity of reasoning, force of sagacity, and wisdom of conclusion such as history had failed to exhibit from the days of Thucydides to their own.

The scholarly training of Kings was conspicuous alike in the Committee of Safety, the State Conventions, the Continental, and later Congresses, in the National Convention, in the framing of the Constitution and its revision by Gouverneur Morris, and in the numbers of the Federalist.

With the commencement of the new government, after the inauguration of Washington at Federal Hall, and the assembling of Congress in the same building, the alumni of Kings, by the choice of Washington, lent dignity to the judiciary, the diplomacy, and the treasury of the nation, of whose great Secretary, Webster said that “he touched the dead body of the public credit, and it sprung upon its feet.”

The period in our brief history which has been called its heroic age—although American heroism neither began nor ended with the Revolution—is one to which we can always

revert with pride as an epoch whose state papers are studied throughout the world for their political wisdom and their illustration of American principles, and which are recognized by scholars and historians of all nations as models not simply of manly statesmanship, but of gentlemanly culture.

ITS EMINENT ALUMNI.

While the nation at large was thus indebted to our Alma Mater for the part her sons had borne in the establishment of the Republic, we should not forget the continuous obligations of our own and our sister States for the services of her sons. Glance at her roll of alumni from its commencement in 1758, and your eye is arrested by names like those of Bishop Provoost, Philip Van Cortlandt, Samuel Verplanck, Samuel Bayard, Anthony Hoffman, Philip Livingston, Robert Watts, Anthony Lispenard, and Abraham De Peyster. Richard Harrison, Robert R. Livingston, and Gouverneur Morris were all three delegates to the Convention which framed the National Constitution. The two latter served as ministers to France. Then follow Judge Egbert Benson, Gerard Beekman, John Watts, Speaker of the Assembly; Peter Van Schaack, Dr. Benjamin Moore, Julian Verplanck, Speaker of the Assembly; Philip Pell, Dr. John Bowden, Major Robt. Troup, afterwards U. S. District Judge; John Wm. Livingston, David Clarkson, Peter Ogden, and Alexander Hamilton.

Come down to 1786, after the interval of the war, and again you find on every page names of eminent men of large influence in their generation, and whose fame is preserved in the public records, and in the annals of the bar, the bench, the college, and the pulpit, with those who pursued the paths of science, the walks of authorship, or the broad fields of commercial and philanthropic effort.

Among the first students was John Randolph of Roanoke, and among the first graduates, De Witt Clinton, whose fame is identified with the Erie Canal, which linked the ocean with the lakes; and while his services are remembered as senator

of the United States, mayor of the city, and governor of the state, it should not be forgotten that he assisted to found the Historical society, the Academy of arts, and the Orphan asylum.

In 1789 appears the name of John Mitchell Mason, the celebrated author and divine, at one time president of Dickinson college, Pennsylvania. He succeeded, in 1792, in the Church in Cedar Street, his accomplished father, who was noted for his familiarity with Hebrew, Greek, and Latin, the last of which he is said to have spoken with ease and elegance.

In 1790 came Samuel Jones, Jr., son of the great lawyer of the same name, whose reputation in politics was merged in the fame which he acquired as Chancellor of the State, and Chief-Justice of the Supreme Court, and who is remembered as the embodiment of legal lore and judicial courtesy.

Then follow gentlemen whom many of us remember, and among them John W. Mulligan, Thomas Ludlow Ogden, and Peter Augustus Jay, of the New York bar; Peter G. Stuyvesant, the Reverend Dr. Alexander W. Proudfit, and Philip Milledoller, the last was president of Rutgers college, and one of the founders of the American Bible society; and Judge Sylvanus Miller, the Rev. John Romeyn Brodhead, Judge David S. Jones, Edward P. Livingston, William Bard, Judge Wm. P. Van Ness, David Codwise, Judge John T. Irving, Prof. Clement C. Moore, of whose generosity the grounds of the Theological seminary are an enduring monument; and among them was a name of more political note—that of Daniel D. Tompkins, judge and governor of the state, and vice-president of the United States, who entitled himself to eternal honor by recommending, as governor, the establishment of a day when slavery in New York should forever cease.

Among the names with which the century opened were those of John Anthon, Henry H. Schieffelin, and Gulian C. Verplanck, representing respectively our lawyers, merchants, and men of letters; and then follow a long series of names that recall to some of us venerable forms, and to all of us varied learning and attainments, eminence in law and letters,

political economy, science and arts, and distinguished services in every walk of professional and public life.

Dr. Nathaniel F. Moore, so long identified with the College as adjunct professor, professor, president, and trustee, blended with a rare degree of scholarship a loving appreciation of the Grecian dramatists: and he would sometimes linger over a favorite passage till he awakened in his class an appreciative enthusiasm akin to his own. With sound philosophy he held that the object of the College was much more to educate than to instruct; "to quicken the apprehension, to strengthen the judgment, to purify the affection, and to refine the taste;" to develop and train the mental powers; to open the door for the acquisition of all knowledge, and to secure for the moral and intellectual powers of youth that proper culture, that "going hence, they may be qualified to enter with ability on any walk of life, or to engage with vigor and success in those professional studies of which the more peculiar object is to furnish and instruct the minds that previous education shall have formed."

Then follow the familiar names of Gouverneur Kemble, and John L. Lawrence, with those of Wm. M. Price and his brother Stephen, so prominently connected with the criminal law and theatricals of New York; and we are arrested by that of Dr. John McVickar, professor of moral and intellectual philosophy, belles-lettres, and political economy. His impressive tones, the purity of his diction, and the classic severity of his criticisms will not easily be forgotten by the appreciative and grateful pupils of that admirable teacher, and those who were so happy as to know him at home will remember also the charm of his conversation and the beauty of his character and life.

Then follow the names of Dr. John W. Francis, whose skill in medicine was blended with so genial an eccentricity and a genuine enthusiasm for our Knickerbocker ancestry; of Judge Robert Emmet, of Peter Van Brugh Livingston, of Prof. James Renwick, for many years our great authority in science, and whose lecture-room recalls pleasant hours; of Dr. Berrian, the rector of Trinity, a post of eminence and

power conferred by the bounty of Queen Anne such as no other parish can equal, and which few episcopates can rival ; of Hugh Maxwell, so charming in society and so powerful at the bar ; and of Dr. Henry Vethake, who carried his fine attainments in natural philosophy to Rutgers, Dickinson, and Washington colleges and the University of Pennsylvania.

Of the Bishops and Clergy we observe the names of Bishops B. T. Onderdonk, of New York ; of Jackson Kemper, of the North-west ; of Manton Eastburn, of Massachusetts ; of Henry John Whitehouse, of Illinois ; of Drs. William Creighton and Henry Anthon, who represented often and prominently the opposing views in our Diocesan Convention ; of Philip Edward Milledoller, Cornelius R. Duffie, Wm. Edward Wyatt, Gregory T. Bedell, Marcus S. Hutton, Matthias Bruen, John Murray Forbes, Benjamin J. Haight, and others living and dead who have ably illustrated the culture of Columbia in so many different churches. As we turn the pages of the catalogue, among the familiar names are those of Peter D. Vroom, governor of New Jersey and minister to Prussia ; of John Slidell, illustrating the principal, if not the only case, where an alumnus of Columbia was a prominent leader of the late rebellion ; of James W. Gerard, conspicuous at the bar, and later in his devotion to public education, and whose lively humor will live in tradition ; of Ogden Hoffman, whose silvery tones and persuasive eloquence yet linger in our ears ; of James F. De Peyster, whose honorable career of usefulness has so recently closed ; of Dr. Charles Anthon, whose vigorous frame and decided tones corresponded with his scholastic acquirements, his intellectual vitality, and indomitable industry, which left him without a rival in his mode of teaching the classics, and which commended his name and his innumerable text-books and classical notes to the approval of English and German scholars.

The name of John L. Stephens will be remembered as the intelligent and adventurous explorer who threw so much light on the antiquarian remains of Central America, and encouraged a scientific research into the relics of our prehistoric times, which some inquirers believe will result in the discovery that

our so-called new world is perhaps the oldest in its primæval civilization.

Among the Alumni up to 1820 were Drs. John R. Rhineland, Wm. Smith Rogers, and John Brodhead Beck ; Judge James J. Roosevelt, and H. J. Anderson, the skilled Professor of Mathematics and Astronomy, whom Bowditch pronounced the acutest analyst in the country. Among the living are our honored friend, Frederick De Peyster, whom we greet to-night, and under whose genial auspices flourishes the New York Historical Society ; John C. Hamilton, author of the life of his illustrious father ; Wm. Beach Lawrence, the learned commentator on the law of nations ; James Lenox, the enlightened founder of the library which will endear his name to future generations ; Dr. William Betts, Professor of Law, and Trustee ; and those honorable judges, Lindley Murray Hoffman, and William Mitchell. Before leaving the catalogue of the College, which opens so interesting a retrospect of society in New York, let us glance for a moment at the list of officers and of honorary graduates. Besides those already mentioned, we find among the officers the names of Lewis Morris, Matthew Clarkson, Rufus King, Oliver Wolcott, Col. Nicholas Fish, Dr. Sam. F. Jarvis, James Kent, Dr. Jonathan M. Wainwright, Philip Hone, and Dr. Gardiner Spring. Among the honorary graduates, from the times of Myles Cooper and Governor Tryon, the College has enrolled many of our scholars, divines, statesmen, authors, and men of science.

Among the Bishops have been Doctors Samuel Seabury, of Connecticut ; Chauncey Moore, of Virginia ; James Kemp, of Maryland ; John Cross, of New Jersey ; Thomas C. Brownwell, of Connecticut ; Philander Chase, of Ohio ; L. S. Ives, of North Carolina ; Wm. R. Whittingham, of Maryland ; Geo. Washington Doane, of New Jersey ; Stephen Elliott, of Georgia, with the reverend Doctors Wm. B. Sprague, Thomas House Taylor, Francis L. Hawks, that rare exemplar of eloquence and genius, and William Augustus Muhlenberg, on whose venerable head are showered blessings by the mindful pupils of his earlier years and the grateful beneficiaries of his fruitful age.

Among lawyers and statesmen there have been, Edward Livingston, Langdon Cheeves, Thomas Addis Emmet, Daniel Webster, John C. Calhoun, J. R. Poinsett, Hugh S. Legare, George Griffin, Albert Gallatin, John C. Spenser, John Duer, and Abraham Lincoln.

Among our men of science, Wm. James McNeven, Horace Webster, and Richard Somers Smith.

Of our great authors, Washington Irving, James Fenimore Cooper, William Cullen Bryant, Fitz-Greene Halleck, and William H. Prescott; and chief among our soldiers is the honored name of Winfield Scott.

COLUMBIA COLLEGE UNDER THE NEW CHARTER.

Returning to the history of the College, the State, at the close of the war, passed an Act, 1st May, 1874, ratifying the original charter, and changing the name of the corporation from Kings to Columbia; but the act of ratification excepted such clauses as required the taking of oaths and subscribing a declaration, and which rendered a person ineligible to the office of President of the College on account of his religious tenets, and prescribed a form of public prayer to be used in the College.

We are thankful to believe that these provisions, which were suggested by the change in our political institutions, have not impaired the Christian character of the College as portrayed by the Honorable John Chambers, in 1755, when, on behalf of the Government, he expressed the hope that their conduct would "convince the world that they had nothing more at heart than to promote the glory of God, the true Protestant religion, and a generous education of their youth in the liberal arts and sciences."

The Board of Trustees to-day includes the venerable Bishop of the Diocese, the Rector of Trinity, the Rev. Dr. Haight, the Rev. Dr. Hutton, and lay-members of the Episcopal, Presbyterian, and Dutch Reformed Churches, whose characters may inspire the country with entire confidence that with every effort to advance the generous education of

our youth, and to keep pace with the progress of modern science, there will be blended a firm resolve so to conduct the College that, in the words of Judge Chambers, more than a century ago, it will "promote the glory of God and the true Protestant religion." Never certainly was there greater occasion than at the present time for Columbia to exhibit to the world her distinctive Christian and Protestant character. On the one hand, the adherents to the doctrines of the Roman Syllabus are attempting to arrest the progress of human knowledge even in our public schools. On the other hand, infidelity and atheism, cloaking with the professor's garb the narrowness of their attainments and the arrogance of their assumptions, are insinuating in the name of science that the Word of God is belied by his works, and that those works prove his non-existence. While such things undoubtedly verify the ancient Scripture touching those who say that there is no God, we cannot shut our eyes to the fact that Christian faith in many circles, and in some where youth are taught, is wavering and uncertain. A recent writer has even ventured a remark which, question it as we may, is still suggestive, that "Christianity is becoming disintegrated over wide areas, and the old pagan sentiment reappearing, like some old classical poem on the surface of a palimpsest from which the later mediæval superscriptions are being removed."

Whatever changes time may bring to our Alma Mater, God forbid that she shall ever become indifferent to that Protestant faith, to sustain which in the advancement of learning Kings College was originally established, and upon the maintenance of which, as we are warned alike by philosophy and history, must depend the purity of the national morals and perhaps the continuance of the national life.

It would seem by the catalogue that the important chair, so ably filled by Dr. McVickar, as Professor of the Evidences of Natural and Revealed Religion, has remained vacant since his death in 1868, and unless its duties are permanently assumed by the President, the Trustees may perhaps find in the recent attempt to make modern discoveries in science minister to infidelity, a cogent reason for filling that

chair with one fitted by his character and attainments to illustrate by each new discovery the divine truth that "All his works do praise Him," and to impress the students of Columbia with the conviction that the unbelieving naturalist or geologist, like the undevout astronomer, is mad.

The new Trustees of Columbia met in May, 1787, when Dr. William Johnson was elected President, and it appears that at this time the number of students was thirty-nine, of whom a part boarded and lodged in the College, and that the yearly income of the institution was then about £1,330. In 1792 a second act of the Legislature made some appropriations to cover losses suffered by the war and expenses incurred by alterations in the streets; and in the same year the Medical School was established, and several new professorships in the College, the faculty including Dr. Wilson, Professor of the Greek and Latin; Dr. Kunze, of the Oriental Languages; Dr. Mitchell, of Natural History and Chemistry, and M. de Marcellin, of French. Mr. James Kent was appointed to the chair of Law, which he filled for five years, and it was on his reappointment to the same professorship, in 1823, that he delivered, in course, his celebrated Commentaries, which are now recognized as authority throughout the civilized world.

In 1801 the Rev. Dr. Wharton succeeded Dr. Johnson as President, and on his resignation Bishop Benjamin Moore succeeded to that office, the chief management of the College being with Professors Kemp, Wilson, and Bowden.

In 1809, on the recommendation of a committee, headed by Rufus King, the Trustees raised the requisites for admission, and extended the system of education, and in the next year the number of students who matriculated was 135, and the Trustees, in reporting to the Regents that "Columbia College not only retains her ground, but increases her importance," observed that they had laid "a broader and stronger basis for a sound and thorough education than (as they believe) has hitherto been found in these States."

In 1814 the Legislature gave to the College some twenty acres of ground, known as the Hosack Botanic Garden, and containing about 260 lots, between the Fifth and Sixth

Avenues and Forty-seventh and Fifty-first Streets. The original grant was accompanied by conditions which, in 1819, the Legislature removed. The appointment of Professors McVickar, Moore, Renwick, and Anthon ; of Chancellor Kent, in 1823 ; of Signor Lorenzo da Ponte, of Italian Literature, and of Mr. H. J. Anderson, of Mathematics, in 1825, were followed in 1830 by the appointment of Dr. Sam. H. Turner to the Chair of Hebrew, and of Mariano Velesques de la Cadeña to that of Spanish Language and Literature. In 1843 there was added, under the bequest of Frederick Gebbard, a Professorship of German Language and Literature.

In 1857 the College was removed to its present position, bounded by Forty-ninth and Fiftieth Streets, the Fourth and Madison Avenues. The old College Green, with the site of its venerable edifice, associated with the memories of a century, was divided by a street, which was presently lined with costly warehouses and devoted to the purposes of commerce.

It is a matter for regret that some of the stately sycamores which adorned the College Green were not preserved, although the change of grade might have rendered it a little inconvenient. Those venerable trees had an historic interest from the fact which, when a boy, I heard from the lips of Judge Benson during one of his visits to my grandfather at Bedford, that those trees were carried to the green by himself, Jay, Robert R. Livingston, and, I think, Richard Harrison, and planted by their own hands.

In 1854 a report was made by a committee of the Trustees, suggesting important changes in the sub-graduate studies during the Freshman, Sophomore, and Junior years, with adaptations to the future studies, sub-graduate and post-graduate, and a co-ordinate mainly scientific course to occupy two or three years, with the Schools of Philosophy or Philology, of Jurisprudence and History, and of Mathematical and Physical Science, into one of which the students were to enter at the beginning of the Senior year.

In 1858 the proposed post-graduate course was opened, with the assistance of Prof. James D. Dana, in Geology and Natural

History, Prof. Arnold Guyot in Physical Geography and kindred subjects, and Mr. Geo. P. Marsh on the English Language. "The time," remarks the author of the "Historical Sketch," "seemed not to be ripe for the proper support by the public of the scheme, and it was relinquished after one year's trial."

About this time the professorships held by Prof. McVickar were divided, and the College secured the valuable services of Prof. Charles Murray Nairne in the Chair of Moral and Intellectual Philosophy, of Dr. Francis Lieber, who has left a more than national reputation, to that of History and Political Science, and of Prof. Charles A. Joy to that of Chemistry; and with these gentlemen were Prof. McCullogh in Physical Science, Prof. Hackley, who was succeeded by Prof. Peck, in Astronomy, and Prof. Charles Davies in Mathematics.

THE ROLL OF HONOUR.

At this period in the history of the College, the catalogue points us to "the Roll of Alumni who served in the Army and Navy of the United States, 1861-1865."

As Kings College gave the noblest and best of her sons to the work of serving the National Independence and laying deep and strong the foundations of the Republic, so Columbia, after the lapse of two or three generations, points with loving pride to her roll of honour inscribed with the names of those who, in the recent hour of treason and of danger, offered their fresh lives in defence of their country.

To them and their brave associates belongs the glory of having saved the Republic from overthrow by the armies of Rebellion in the South, aided and abetted by treason as deadly but more cautious in the North, by the unfriendly aristocracy of England, the hostile imperialism of France, and not least by the ubiquitous power, spiritual and political, of the Church of Rome, whose Sovereign Pontiff recognized the slave Confederacy in his letter signed Pius IX., "given at Rome, at St. Peter's, the 3d day of December, 1863, and of our Pontificate 18."

That letter disclosed the policy towards our Republic of the Holy See, whose influence is felt alike in the politics of the old and the new world, and with that blow aimed at the life of the nation and the allegiance of its Roman Catholic citizens, we could understand the remark of Dupin, when he spoke of the sword, "*dont la poignée est à Rome et la pointe partout.*"

The soldier students who throughout the North hastened to the field at the call of Lincoln, from the College, the Law School, and whatever their pursuits, furnished an example of devotion to truth, and honour, and freedom, and country, from which the wisest statesmen and the greatest scholars can draw lessons of faith and heroism that touch the American heart more deeply than the most stirring memories of Greece and Rome. "Who," said Judge Hoar, speaking of the brave dead of Harvard, "can think of those fair and honorable lives, and of the death which these young soldiers died, without a new sense of what is worthiest in human pursuits, a stronger devotion to duty, a warmer ardor of patriotism, a surer faith in immortality?"

On the roll of Columbia you will find names of which it might be said, as an intelligent foreigner said of our own Gen. James S. Wadsworth, that "he was a noble incarnation of the American people."

Among the first is the name of Major-General Philip Kearney, of the Class of 1833, who, despite the loss of an arm in Mexico, took his place as Brigadier-General of Volunteers in May, 1861, and fell, the idol of the army, at the Battle of Chantilly, Sept. 11, 1862. Then come names well known in New York: Swords, Devan, Cooper, Astor, Le Roy, Potter, Moneypenny, King, Cambreleng, Knox, Blunt, Hoffman, Thurston, Ward, Pell, Thorn, Trenor, Kirkland, Marsh, Morris, Parker, Woodford, Hosmer, Babcock, Bacon, Clark, Cox, Cutting, Hyslop, Suydam, Ulshoeffer, Davies, Massett, Parkman, Smedburg, Lydig, Totten, Jay, Reynolds, Slipper, Barry, Brown, Cullen, Emerson, Fearing, Hurry, Jenks, Miller, Pomeroy, Tracey, Benkard, Boyd, Haight, Hillyer, Mitchell, Ray, Rice, Russell, Tucker, West, Churchill, Fuller, Gillespie, Hopkins, Jackson, Marvin, Thayer, Boardman,

Eagle, Lacombe, Lockwood, McDonald, Schemerhorn, Terrett, Appleton, Floy, McClellan, Valentine, James, McVickar, Peck, Seymour, Smith, and Wilson, with others perhaps equally familiar to you. Some of them returned from the battle-field to the homes which they had assisted to save from invasion, while others sleep the beautiful sleep of the brave who have died for their country.

We have now reached a significant and most interesting period in the history of the College, when within a few years it established a Medical Department, and the two schools which have added so largely to its usefulness : the Law School and the School of Mines.

THE MEDICAL DEPARTMENT.

The Medical School, established by the Governors of Kings in 1767, continued until 1813, and in 1860 "the College of Physicians and Surgeons in the City of New York" was constituted "the Medical Department of Columbia College." "The union," says the "Historical Sketch," "is complete in the single respect that the united authority of the two institutions is necessary to the conferring of degrees, all the diplomas bearing the signature of the President of Columbia College with those of the Faculty of Medicine. The school has an independent Board of Trustees, and its financial affairs are entirely distinct from those of Columbia College."

The Trustees and Faculty of the Department present names of the highest reputation ; the lectures, cliniques, and examinations are highly commended, and the number of students in attendance has increased from 260, in 1860-61, to 410, in 1875-76. While it would seem clear that the President of Columbia, in signing the diplomas, which are recognized by the Royal College of Surgeons in England, pledges Columbia College for the thorough education of those who receive them, it is not quite apparent, from the "Historical Sketch," what opportunities of verifying the facts thus certified belong to the Trustees of Columbia. It may perhaps be regretted that this point has not been made so clear as to

leave no room for the supposition that the College would have assumed to guarantee the sufficiency of the medical course, the skill of the professors, and the proficiency of the pupils in a department governed by independent Trustees, with whom the College appears to have neither a controlling power nor a co-ordinate authority. Of the 327 students in attendance in 1870-71, but 63 are reported to have been Bachelors of Art, so that the preparatory education of many is likely to be found defective.

“The profession of medicine,” as President Eliot has well remarked, “demands a mind well stored, and a judgment well trained; a profession in which ignorance is criminality, and skill a benediction; a profession which penetrates the most sacred retreats of human love, joy, and sorrow; and deals daily with the issues of life and death.”

The prestige of the College and the interest of the community alike demand that the Medical Department shall be as complete as possible in its laboratory, apparatus, and all the proper accessories that may be called for in our day by the progress of science and discovery throughout the world; and whenever the system may obtain, as in Germany, of the professors being paid by the fees of the students, the advantages thus gained in the increased efforts of the teachers, and the enlarged number of the pupils, would seem to enhance the responsibility of the governors of the institution, in seeing that diplomas are issued only to those who, on their theses and examination, are found fitted to enter upon the practice of the profession.

THE LAW SCHOOL.

In 1858 it was wisely resolved to give to the Department of Law a new activity and efficiency, to impart to the study of jurisprudence a more distinctly scientific character, and to combine with a real preparation for practice at the Bar, instruction in History, the Science of Government, and International and Constitutional Law.

Dr. Theodore W. Dwight was placed at the head of the

department, which, under his skilful management, has already achieved a great success, and with Dr. Dwight were associated Dr. Francis Lieber and Prof. Charles M. Nairne. In 1860 there was added Dr. John Ordronaux, as Professor of Medical Jurisprudence, and 1875 George Chase, Esq., as Assistant Professor of Municipal Law. The situation of the School in Lafayette Place gives the students the opportunity of consulting the law department of the Astor Library, which is rich in foreign works, especially in collections of French cases; in addition the library of the Law School contains over 4,000 volumes.

The course of study includes the various branches of Common Law, Equity, Commercial, International, and Constitutional Law, and, since the death of Professor Lieber, has been temporarily filled with special lecturers.

Two moot courts are held every week, and three law clubs have been formed among the students, known as the Dwight, Barnard, and Columbia Clubs, and a series of prizes have been established in the department of municipal law. The advantages of such a system over other modes of obtaining a legal education are obvious and important, and as the students come from Maine to California, and from as far southward as Cuba, with some from foreign parts, England and Sweden, the influence of this branch of the College promises to extend its solid and careful culture in all directions.

It is said to have already improved the average standard of education among those admitted to the Bar of New York, from the excellence of the instruction received under the supervision of its accomplished professors.

A question has been raised as to the wisdom of the law of the State which permits graduates of the Law School, after having been in attendance for eighteen months, five of which would be a period of vacation, to practice in all the Courts of the State, on receiving the College diploma. It has been urged that the briefness of the period thus required for preparation seems hardly consistent with the dignity of the profession, or with the rights and interests of the community ;

and that it serves to give color to the suggestion, by no means complimentary to the College or its Law Department, that law students are attracted to Columbia, not always by the desire to obtain the most thorough legal education, but in some cases to secure admission to the Bar by the shortest and easiest method.

It has been further suggested that it might be wise and proper for the College to confer on this subject with the Law Association, which is so honorably endeavoring to elevate the standard of the Bar, and with the concurrence of that body to recommend to the Legislature an extension of the term of study to three years for admission to the Supreme Court, even if the rule were allowed to stand as it is for practice in inferior Courts.

It has also been suggested as desirable, that the examination on which the law diplomas are awarded should be in part upon written papers, with a dissertation on a given subject, as already provided for in the adjudication of prizes ; a matter of slight importance to the community, compared with the conferring of degrees that will invest the student with the right to practice in the Courts and to invoke the confidence of the public.

Prof. Dwight, in his introductory law lecture, in November, 1858, quoted the old Lord-Chancellor Hatton on the great sin and fault of admitting to the Bar unmeet young men, and that to such men should be committed our rights of goods and persons ; and he added : " It is unnecessary to say one word as to the evil inflicted on the community by an ignorant Bar. But it ought to be said that the leading members of the profession are themselves partly responsible for its existence. The standard of admission to practice has been placed too low."

The students in the Law School have increased from 35, in 1859, to 573, in 1876, and of this number 243 were College graduates.

All will agree that Columbia, which, by her distinguished judges and jurists and the Commentaries of Kent, has been so honorably associated with the history of American Law,

should have a Law School of the highest character, and one that will raise the standard of legal scholarship and professional ethics, not only for this city and this State, but for the entire country. The suggestion officially made, that a third year, or post-graduate course, will soon be organized, justifies the expectation, that under the very able management of President Barnard and Dr. Dwight, which have made the Law School what it is, it will attain to still larger excellence, and include in its course lectures upon the Roman Law and on the Civil and Criminal Procedure of Modern Europe, to be delivered from time to time, perhaps by some of the eminent publicists connected with foreign universities.

THE SCHOOL OF MINES.

Following closely upon the establishment of the law school, came, in 1863, a plan from Mr. Thomas Egleston, a graduate of the *École des Mines*, of Paris, for a School of Mines. Mr. Egleston, according to the "Historic Sketch," "so far interested the Trustees of Columbia College in it, that they consented to make it, under certain conditions, a branch of the College—the essential condition being that the school was not to be a burden upon the funds of the College, but was to rely for its maintenance upon the liberal contributions which Mr. Egleston had been encouraged to expect from friends of science in the city of New York."

Mr. Egleston was appointed Professor of Mineralogy and Metallurgy in 1864. Dr. Barnard, who was chosen President on the resignation of Dr. Charles King, soon after Mr. Egleston's appointment, comprehended the excellence of the plan. "It was chiefly," says the "Historic Sketch," "his enlightened spirit, foresight, judgment, and devotion that established it upon a firm basis." Gen. Francis L. Vinton, also a graduate of the *École des Mines*, of Paris, was made Professor of Mining Engineering, and later, Prof. C. F. Chandler, of Union College, was appointed Professor of Analytical and Applied Chemistry.

The progress of the scheme, under the conditions imposed upon Prof. Egleston, was attended by embarrassments which were overcome by the influence of the President ; and the Trustees fitted up a building on the College grounds which, in 1874, was superseded by a larger one, fitted with every convenience. Originally the school was to embrace three years, with two regular courses open to students, on the conclusion of which was to be conferred the degree of Engineer of Mines, or Bachelor of Philosophy. The present plan has a preparatory class, during the first year, with five parallel courses of studies, viz. :

1. Civil Engineering.
2. Mining Engineering.
3. Metallurgy.
4. Geology and Natural History.
5. Analytical and Applied Chemistry.

The modern languages are taught in the school so far as may be necessary to enable the student to read French and German scientific books with facility. Several gentlemen, headed by the late lamented George T. Strong, assisted to equip a laboratory. Professors Joy, Peck, Van Amringe, and Rood, of the academic department, lent their aid to make the course of instruction complete, and the school, which commenced the 15th of November, 1864, with twenty-five students, had, by the report for 1875-6, 222 students ; and the library has already 10,000 volumes.

Of the Columbia School of Mines, a writer in the *North American Review* for January, 1871, said that the lectures delivered in New York "had the value of original examination into the sciences they discuss ;" and in alluding to the immense labor required to carry on a mining school, and the heterogeneous character of its operations, remarked that of this the Columbia school was a good example.

"Where there was not a specimen, a crucible, or a furnace, six years have sufficed for the collection of seventy-five thousand specimens, illustrating Geology, Mineralogy, and Metallurgy ; of models of furnaces, machines, crystals, geometrical sections ; of a library of three thousand volumes ; of labora-

tories for assay and for chemical operations, which are larger and better than those of any mining school in the world. . . . Among all the most famous schools in the world, there is not one so well supplied with apparatus, and not one where all the departments are carried on with the same equal care. Remarkable as it may seem, no school in Europe, unless that of St. Petersburg is to be excepted, can compare with this in the appointments, either of its chemical or its assay laboratories."

The President and Trustees may well rejoice in the grand success thus achieved in a branch of science which each year becomes of larger importance to the nation in the rapid development of their metallurgic wealth, their engineering skill, and of chemistry in its application to the arts.

To those gentlemen we all owe our thanks, and also to Dr. Charles A. Joy and his associates, whose learning and experience have advanced and perfected the scheme, and to the generous donors who have assisted it by their gifts. Among these are Dr. John Torrey, Mr. Wm. E. Dodge, Jr., Mr. F. A. Schemerhorn, Mr. D. Willis James, Dr. C. R. Agnew, Mr. S. L. M. Barlow, Mr. R. P. Parrott, Mr. Morris K. Jessup, Mr. C. Lanier, and Mr. I. Crearer; and with these should be named the late lamented Gouverneur Kemble, John Caswell, and William H. Aspinwall. To Prof. Thomas Egleston are due the respect and gratitude of the College and the country for the science, the skill, the devotion, and the courage which are associated with his name as the founder of a school that, in its infancy, has crowned with new honors this ancient institution, and which promises to confer so much of benefit upon the American people.

THE ACADEMIC DEPARTMENT.

Returning to the Academic Department, permit me to recur for a moment to the report made on the 24th of July, 1854, during the able Presidency of Dr. Charles King who in 1849 had succeeded to the chair which had been filled in succession by Presidents Harris, Duer, and Moore, by a committee of the Trustees who had been appointed to consider and report

on the subject of the removal of the College, a change in the collegiate course, and the establishment of an university system. It would seem that they had asked and received the advice of Professors McVickar, Renwick, Drisler, Hackley and Smidt, and this incident may justify a passing allusion to the fitness and wisdom of such request for the careful views of the members of the faculty on questions connected with the course, discipline, and improvement of the College. The Board has thus the advantage of the experience and suggestions of the professors on subjects with which their duties have rendered them familiar. The professors, on the other hand, may the more recognize the dignity and responsibility of their posts when they are called on for advice, not alone as regards their own departments, but in matters that concern the scope and dignity of the College.

It does not appear whether the opinions given by the professors on this occasion were printed. In one or more of our most advanced colleges, the annual report of the President is published, accompanied by a report from the Dean of each department.

The interest taken by the alumni of Columbia, and other scholarly citizens, in the choice of the best measures for inaugurating promptly and effectually the new course approved by the Trustees, may perhaps incline the Board to welcome and facilitate the intelligent discussion of a scheme in which both the city and the country are so deeply concerned.

The report of 1854 touched upon two points connected with the question how the College could attract students from a distance.

The first related to the proposition to remove the College to the country. The Committee admitted that this plan would have certain advantages, to some of which they alluded; but, on the other hand, they were impressed with the fact that Columbia seemed to be intended as a home college for New York, and from this and other considerations they thought the city College ought to be maintained, and, they added "should the time come when the enlargement of the income should authorize, or when the public demand authen-

ticated by proper endowments should require it, another and associate College might perhaps be established in the country, and precautionary measures taken."

The second related to the question of rooms and commons. The Committee said: "In relation to the inquiry whether rooms and commons, or rooms alone, for resident students should be provided, the Committee think that in establishing the College at Botanic Garden, provision should be made by rooms and commons for students from a distance, and that with proper measures for domestic comfort, and a liberal but scrutinizing discipline, the advantages of the College may be far more extensively diffused than could otherwise be done; but they do not think that either rooms or commons would be required for resident students, except such as may choose to avail themselves of it."

The Committee, after presenting their plan for a post-graduate course, remarked: "The whole reasoning of the Committee is based on two single propositions: *first*, that it is the duty of the College to give as good an education as possible; and, *secondly*, that it is its duty to extend the benefits of that education to as large a number as possible."

On the 12th of January, 1857, the Board of Trustees directed the Committee "to bring in the first statute to comprehend the whole scheme of college and university instruction contemplated by their former report."

Among the changes adopted were improvements in all the chairs, and a reduction of the price of tuition nearly one-half.

Mr. Betts, in his address of 1858, remarked that the revenues of the College were still limited, and declared "the Trustees propose to add, from time to time, every necessary appliance for the advancement of learning to the extent of the means enjoyed by them."

In the steps taken during the twenty-two years since the date of that report for carrying out the scheme of elective studies and a post-graduate course, it does not appear that anything has been done towards the establishment of an associate college for students from a distance, nor towards the provision of rooms and commons, with a proper measure of

domestic comfort and supervisory discipline for the accommodation of such students in the city.

At Harvard, additional apartments have been recently furnished for 400 students, and the Thayer Club supplied in the dining hall a wholesome and abundant table at \$4 per week.

According to the catalogue for 1875-76, the Academic Department, now called the "School of Letters and Science," had of officers 21, and of students 172, divided as follows: Seniors 41, Juniors 29, Sophomores 54, Freshmen 48.

The students in the schools of medicine, law, and mines amount to 1,189, and the number of academic students reported in some of our larger colleges is larger, as, for instance:

Harvard, founded in 1638.....	637,
Yale, " " 1700.....	517,
Brown University, founded in 1765.....	224,
Princeton, founded in 1748.....	369,
Amherst, " " 1821.....	268,
Cornell, " " 1868.....	506.

In view of the prestige of Columbia, especially in the classics, and of the high character of her Faculty, headed by Dr. Drisler, the accomplished successor of Moore and Anthon, the stationary number of her students, amid advances on the part of some other colleges, would seem to confirm the soundness of the view intimated by the Committee of the Trustees, that the want of rooms and commons prevent the extensive diffusion of the advantages of the College. Had the College simply kept pace with the progress of the city since 1763, when the population was 24,000 and the students 24, the academic department should now show 1,000 students; and if their number had increased in proportion to the increase of income since 1787, when it had 35 students and an income of £1,330, the students would now be told in thousands. It is a suggestive fact that at both those earlier periods the College grounds, extending to the Hudson and looking to the Narrows, had a retired and rural character; that the students invited from distant parts lodged and boarded within the grounds, which

were closed at ten o'clock, and that if the Trustees shall now resume that plan it will be simply the revival of the usage of Kings before the war of the Revolution and of Columbia after its termination. That usage seems to imply that the doctrine did not then obtain that the College was to be maintained simply as a city College; and a glance at other institutions may show that if Columbia had dwarfed her usefulness abroad to secure New Yorkers at home, she had not succeeded in that expectation. While Columbia has 172 students, a few of them from other States than New York, Harvard shows from our State 99, and Yale 140, so that these two single institutions have 67 more New Yorkers than Columbia herself.

Whatever decision shall be come to in regard to the site of the College, in city or in country, the sound principles laid down in the report to the Trustees, on which they resolved upon a complete system of collegiate and university education, that the college is bound to furnish the best possible education to the largest number, forbids the College to adopt the narrow motto of *Pro urbe* in place of the appropriate legend *Pro Deo et pro patria*.

In considering, even in the most general manner, the elevation of Columbia from a home college to a complete university, towards which it has made a certain progress in its new schools, we cannot confine our view to its probable influence on this city in making New York—already the commercial centre—the central home of learning, science, literature, and art, which are fast tending to the national metropolis.

It is a matter of wider scope that concerns the country, and is closely associated with the great question of the education of the masses, which, in the recollection of the youngest of our number, has risen to a height of dignity and magnitude, such as it has reached in no other land and in no previous age.

The conviction has been forced upon the large body of observant and thoughtful Americans that not only may there be found in our Republic men whose avarice and ambition are as insatiate and as unscrupulous as in the old world,

but that our popular institutions, with unlimited suffrage, when combined with ignorance and crime, offer for their purposes dupes and tools with which to undermine our freedom by fraud and stratagem, or to assail it openly by war. Our own experience in this city has taught us that the olden extortions of feudal tyranny and imperial avarice were light by the side of the unexampled burthens of taxation, imposed by municipal corruption under the forms of law.

Hence the prevailing belief that the integrity of our institutions can only be preserved by making education universal, and giving to it a higher and more ennobling tone ; and this may account for the extraordinary efforts in this direction during the last two decades. While the population from 1850 to 1870 increased some seventy per cent., the amount expended in education in 1870 was six times the amount expended in 1850.

The East and the West tell on this subject the same story. In 1872, Connecticut raised \$10.95 per child, while ten years before she raised \$3.54, and the amount of gifts and legacies for learning during the last decade was greater than that of the previous half century.

In Iowa, the aggregate annual expenditure rose from \$761,000, in 1863, to \$4,229,000, in 1873.

Europe has been immensely impressed—and of this something could be seen at Vienna—with the intelligent zeal of our people in behalf of education, the land grants by the general Government, the munificent liberality of individuals, and the excellence of our school-buildings and text-books.

Now if the quick instincts of our right-minded and intelligent countrymen, scattered through the continent, teach them that the battle for our rights and those of our children—if we would prevent the downfall of the Republic by financial jugglery, political stratagems, and bloody war—is to be fought in the public schools ; and if they are striving, even though it be sometimes with a certain crudeness, but with an unparalleled devotion and generosity, to raise the standard of those schools, and to elevate the millions of the people, what help have they not a right to expect from those who have the

shaping of the academies and colleges of the land, and who know, as we know, the intellectual and moral power which a single institution like Kings College brought to the cause of the Revolution and the construction of the Republic.

The simple rule presented for the guidance of Columbia, that she is to give the best education to the largest number, gives to the far West and South an interest in her plans, and brings to view the relation not to be forgotten between the common school, the high school or academy, the college, and the university, as they lead upward, each in turn acting as a feeder to the next in succession. The common schools furnishing a share of their pupils to the academy; the academy preparing their choicest boys for college; the college raising high its standard and opening its doors only to those who can pass a thorough examination, conducting them partly by a prescribed course, partly by one, where the student, freed from the trammels of the school-boy, exercises his own election, looking to his own scheme of life, until there remain for him at the close of the academic course the schools of medicine, law, and mines, or the post-graduate course in the classics and philosophy, where our ambitious students may train themselves, as thoroughly as in Europe, as future professors, with the aim of scholarly renown, and in a few years represent the advanced culture and science of Columbia in the chairs of colleges throughout the Republic.

The first question that naturally arises, and on which seems to have hinged, for some years, the apologies for delay in carrying out the plans of the Trustees—the question of financial ability, would seem to be satisfactorily answered by the tables given in the “Historic Sketch,” and which afford a basis of comparison of the means at the disposal of Columbia, with those enjoyed by the largest colleges of the new world and the famed universities of the old.

It is stated in the new edition of “Appleton’s Cyclopædia,” although the fact does not appear from the “Historic Sketch,” that the Trustees, in 1872, purchased nearly ten acres near 160th Street, on Washington Heights, extending from the Boulevard to the Hudson River, for \$375,000, and it has

been suggested, with what accuracy is unknown, that it is proposed to remove the College to this spot from what President Barnard calls "its present inadequate and unhappily located site." If this be so, the purchase may indicate the final resolve by the Trustees not to remove it from the island, nor to establish an associate college in the country for students from a distance, but to carry it to a point within the city where it will be for a time comparatively free from the distractions of a metropolis, and sufficiently near to the associate schools. The situation might also be convenient for boating, in which the students have so honorably distinguished themselves, swimming and all gymnastic exercises and atheletic sports which the *mens sana in corpore sano* imperatively demand in a collegiate education.

In selecting a site, as in their plans for the erection of the college buildings, the Trustees, in view of one removal already had within twenty years, and another in prospect, might well strive in their plans for permanance in this world, as the teachings of the College have regard to eternity in the next. Those who are familiar with the ancient colleges of Oxford, their chapels and dining-halls, and trees and gardens, will not be disposed to undervalue the dignity which quiet permanence confers upon institutions of learning, nor the effect of such classic associations upon the mind and character of the student, and even upon the casual visitor.

The financial condition of Columbia, as set forth in its annual statement to the Board of Regents, is given in the "Historic Sketch:"

The College buildings and grounds, including the buildings erected for the School of Mines, are valued at.....	\$530,000.00
Its property in College Place, Park Place, Murray, Barclay, and Greenwich Streets, will probably yield an income of five per cent. on.....	2,128,260.00

Its Botanic Garden property, 260 lots between Fifth and Sixth Avenues, and 47th and 51st Streets, yields a net income on..	2,041,786.80
The total revenue during the last year from all sources, including tuition fees and diplomas, was.....	301,087.64
The total expenditures for the same year, were.....	208,106.95
The unexpended balance, was.....	92,980.69
The total debt of the College, was.....	41,240.00

If the report be correct that the Law School and the School of Mines promise to be self-supporting, or nearly so, there would seem to be a revenue of about two hundred thousand dollars, apart from the fees of students, available for the academic department, and the enlargement of the library, which numbers 17,339 volumes. The libraries of some American colleges are reported as follows :

University of Virginia.....	37,000,
Amherst.....	28,000,
Dartmouth.....	46,000,
Brown University.....	86,000,
Yale (since increased).....	65,000,
Harvard.....	155,000.

The library of Harvard is said to have received 45,000 volumes during the last ten years, and the fact that in 1874 it received five gifts and bequests, amounting to \$54,000, suggests the thought that, with a proper fireproof building and arrangements by which alcoves might be dedicated to special gifts, Columbia, on making known the departments where she needed assistance, would meet with a ready and generous response.

The income of Columbia compares favorably with that of the great colleges at home and abroad. The total investment of Harvard, for instance, in 1873, was stated at \$2,765,110, of which \$1,854,372 was productive, yielding an annual income of \$133,676, and the students in the aca-

demic department had increased from 413, in 1865, to 776, in 1876.

The income of the nineteen colleges at Oxford is conjecturally stated by Mr. Emerson, in his paper on Universities, at £150,000. Of some of the German universities we have the exact figures, as, for instance, of Leipsic, said to be the wealthiest of the universities of Germany. It has an income of its own of 103,000 thalers, and its expenditures for 1873 amounted to 314,682 thalers, the balance being met by State appropriation. The university had that year 399 professors and 2,940 students, of whom 2,870 had matriculated. Of the students 45 were credited to North America: some of them, as Mr. Hart tells us, men "well up in the thirties, and even the forties," who had played at home the role of professors, and who had gone to Europe for the perfecting culture which they had not been able to find in America.

Leipsic, as you remember, is one of the ancient universities, founded in 1400, three and a half centuries before Columbia. But if we look at Berlin, which was founded in 1809, when Columbia had flourished for half a century, we find that Berlin had, in 1873, a total of 3,573 students, of whom 1,754 were matriculated, and 1,816 non-matriculated students attending lectures.

It may be a fact worth noting, in reference to the most advantageous site for Columbia, should that question be still open, that the increased cost of living at Berlin during the last ten years had placed it at a disadvantage as compared with Göttingen, Heidelberg, and Bonn; although a further reason was given in explanation of its decline. It was said that its most distinguished professors were a "crochety, opinionated, and illiberal set in their ways, and unsympathetic; that they hold too much aloof from the spirit of the times, and that while the university needs an infusion of new blood, the rising celebrities find it more advantageous to accept a call to Leipsic, Munich, or Strasbourg, where the expenses are less and they can exert more influence."

I should add that I am told that within the past year or two Berlin has added to her force many of the ablest of the

professors of Germany. The University of Strasburg, opened since the war, has already a corps of eighty instructors.

Upon the steps necessary for the success of the academic department, light is thrown by the reports of President Barnard, whose views are confirmed by those of President Eliot, of Harvard, and by the progress of that institution under his watchful and judicious management.

Indeed, the facts presented touching the decline of American colleges generally, and the exceptional advance of Harvard, present together an argument of unusual force.

Our collegiate course, founded upon the English model, appears to have become more and more unsuited to the conditions and requirements of American life, from the omission to adapt it to "the changes that," in the words of Dr. McVickar, "have come over all our institutions, political, religious, social, and financial." The rising generation, conscious that "in education lies the making of the future," has instinctively felt the existing system, with its monotonous drill, to be narrow, incomplete, and unsuited to their needs; and despite the advance in our primary education our collegiate classes have not kept pace with the increase of population.

It has been well said that what the colleges now need is to recover the confidence and favor of the people by supplying the elective education which they require. Harvard, with a wise appreciation of this fact, has adapted herself to the demand for more freedom in the choice of studies. President Barnard attributes its recent success to the abandonment of the invariable curriculum, and sees in this movement of the oldest collegiate institution of the country an indication of the policy to which, as regards modern languages and literature, all colleges must come.

The elective system, then, which the Trustees have already recognized and partially adopted, may be regarded as an essential feature of the new system, and for the efficient conduct of this system President Barnard declares that rooms for the students and professors are "quite indispensable."

The School of Mines has introduced the study of French

and German as essential in its varied departments. At Harvard they are made part of the academic course, and in Columbia German is an optional study with each class, but French seems to have no place and no professor.

In looking to the adoption of a complete university course, it may be well to examine the working of the plan adopted by Harvard in raising the standard of admission until she is one year in advance of the usual college curriculum, and the average age for admission has advanced from seventeen and a half to eighteen and a half years, while that of Columbia is a little over seventeen.

With such an advance, giving an additional year for preparation, with perhaps a Columbia preparatory city school, might not a moderate knowledge of the rudiments of French and German, such as the reading of easy prose and some slight progress in conversation, be advantageously placed, one or both, among the requisites for admission to the Freshman class, especially when we remember that the earlier these languages are studied the more easily they are acquired? Locke thought that when a boy came to be a man he could easily get Greek for himself, but he was clear upon the point that "as soon as a boy could talk, French should be talked into him." Max Müller, too, says of the comparing of words in the three languages, Latin, French, and English, that "an hour a week so spent would save ten hours in teaching French and Latin."

The question naturally arises, where are these boys to be prepared for Columbia, and to this the facts stated by President Eliot, and the statistics given by President Barnard, supply an answer.

Harvard is furnished with scholars by preparing schools at home; in various parts of New York; in Erie, Cleveland, and Chicago; St. Louis, San Francisco, Cincinnati, Washington, Baltimore, and Philadelphia.

The academies of the State of New York, and the schools of corresponding grade in most of the Northern, Middle, and Western States, give instruction in as large a range of subjects as the colleges themselves, but with a freedom of choice

not yet attained in the Colleges. This feature helps to explain this rapid multiplication of these academies : and of the modern languages they teach French, German, Italian, and Spanish. Many of them are schools of great merit and efficiency, resembling perhaps the free classical schools of England, which produced such men as Chief-Justices Holt and Coke, Cromwell, Newton, Gibbon, Paley, Akenside, Eldon, and Stowell. President Barnard states, that of 30,000 pupils, reported in 1869 as attending the academies in this State, over 9,000 were engaged in pursuing classical and higher English studies, and that the average age of these was sixteen years and four-tenths, while in 39 of the academies, with an attendance of 2,287 students pursuing advanced studies, the average age was above eighteen years. Here, then, are the schools by which Columbia College, when raised to an university, would be fed, as the German Gymnasias feed the universities of the Empire. And if we are ever inclined to boast of our educational progress in America, we may remember that in Germany there are from five to six hundred schools of the first order, instructing 150,000 pupils on the higher plane of education.

The success of the elective and university scheme seems likely to depend not so much upon prizes and scholarships—however useful these may be in certain cases, and with reference to the post-graduate course, as upon the always just appreciation of what our country and the age demand, and the skill exhibited in meeting that demand without disturbance of the order and repose of the institution.

History teaches us how much individual genius can accomplish in this direction, as in the case of Sturm, whose school at Strasburg flourished for forty-five years from 1538. It attained an European reputation with thousands of scholars, all speaking Latin, including Poles, Portuguese, Spaniards, Danes, Italians, French, and English. Sturm became the schoolmaster of Germany, and his services were recognized by the Sovereigns of Denmark, France, and England.

The rapid rise and reputation of the Schools of Law and of Mines, shows that Columbia is not wanting in those splendid

abilities, that breadth of view, that soundness of judgment and power of execution which have suddenly made her name *facile princeps* among the schools of mines throughout the world, and which has extended the fame of her Law School from the Atlantic to the Pacific.

The reports of Dr. Barnard allude to the groundlessness of the fear lest the changes in the collegiate course might be attributed to a diminution of esteem for the noble and venerable languages of Greece and Rome, and lest there was to be an unconditional surrender of the ancient learning, alike as to its intrinsic and its educational importance. "Those languages," said Dr. Barnard, "are not dead, but living. . . . They live in our own tongue, they live in our literature, they live in our philosophy, they live in our history, they live in our jurisprudence."

If, however, there are hundreds of students who desire the culture of Columbia, with Latin, French, and German, and who to secure these with perfectness, under the rule *non multa sed multum*, must in part forego the Greek, is their claim for that reason to be denied? Look at the great men, famous in letters and art, who, while they impressed the world with their learning, wit, wisdom, and eloquence, were strangers to the classic tongue of Homer and Sophocles, of Plato, Herodotus, and Xenophon! They have abounded, not only in England and America, but in France, as in the case of Corneille, Voltaire, Montesquieu, and Buffon.

But if it be a matter of regret that so many of our youthful countrymen who are not intended for the Church, think that in a familiarity with the French and German—the one with its stores of science, the other with its wealth of literature—they will find more that they require in a thorough training for their several professions than in the classic works of that far antiquity which was the youth of the world, may not consolation be found by the most enthusiastic Hellenist in the thought, that a complete university course will give to all students who desire it, an opportunity of continuing their classical studies in that further course under the most accomplished masters, and of thus becoming familiar with the severe

beauty of the Grecian antique, in history, poetry, and the arts, to an extent that is now impossible in the halls of Columbia, but which is essential to the perfection of classic scholarship in America?

Our scholars have been apt to recur admiringly to the perfection attained at English universities in writing Latin verse, and amongst the most loving and graceful tributes to the classic culture of Oxford was one recently pronounced by our venerable Bishop, as Honorary Chancellor of Union University. But Latin verse-making has been treated with indifference, or something more, as Mr. Farrar tells us, by Cowley, Milton, Bacon, Locke, Coleridge, Wordsworth, Maccaulay, Thirlwall, Ruskin, and Mills; and Mr. Wilson, of Rugby, complains of the unsatisfactory results of the classical schools of England, and "the astonishing ignorance of Greek and Latin."

Is the case different with ourselves? How many of us recur to Homer, the fountain-head of poetry and of art, "radiant," in the words of Felton, "with the beams of the early Grecian morning," although Dr. Schliemann would introduce us to an earlier day, with the same ease and confidence with which we read that father of poetry, as he reappears with the antique features of our own Bryant, and touches again his heroic harp in the musical accents of our own tongue?

One feature which the country has the right to demand from Columbia, as justified by her historic record and her present position, a feature which new and feeble colleges find it difficult to command, is thoroughness in every department and in all the appointments of the College; and the higher that standard of excellence, the fairer and wider her reputation, the more certain and permanent her success.

Gentlemen of the Alumni, some twenty years have passed since the Trustees of our Alma Mater pronounced for a complete university course, and during those years the voices of Lieber, who though dead, yet speaketh, of Barnard, of Joy, and others of the faculty and alumni, have with one accord

agreed that America demands an university, the "highest apparatus of the highest modern civilization."

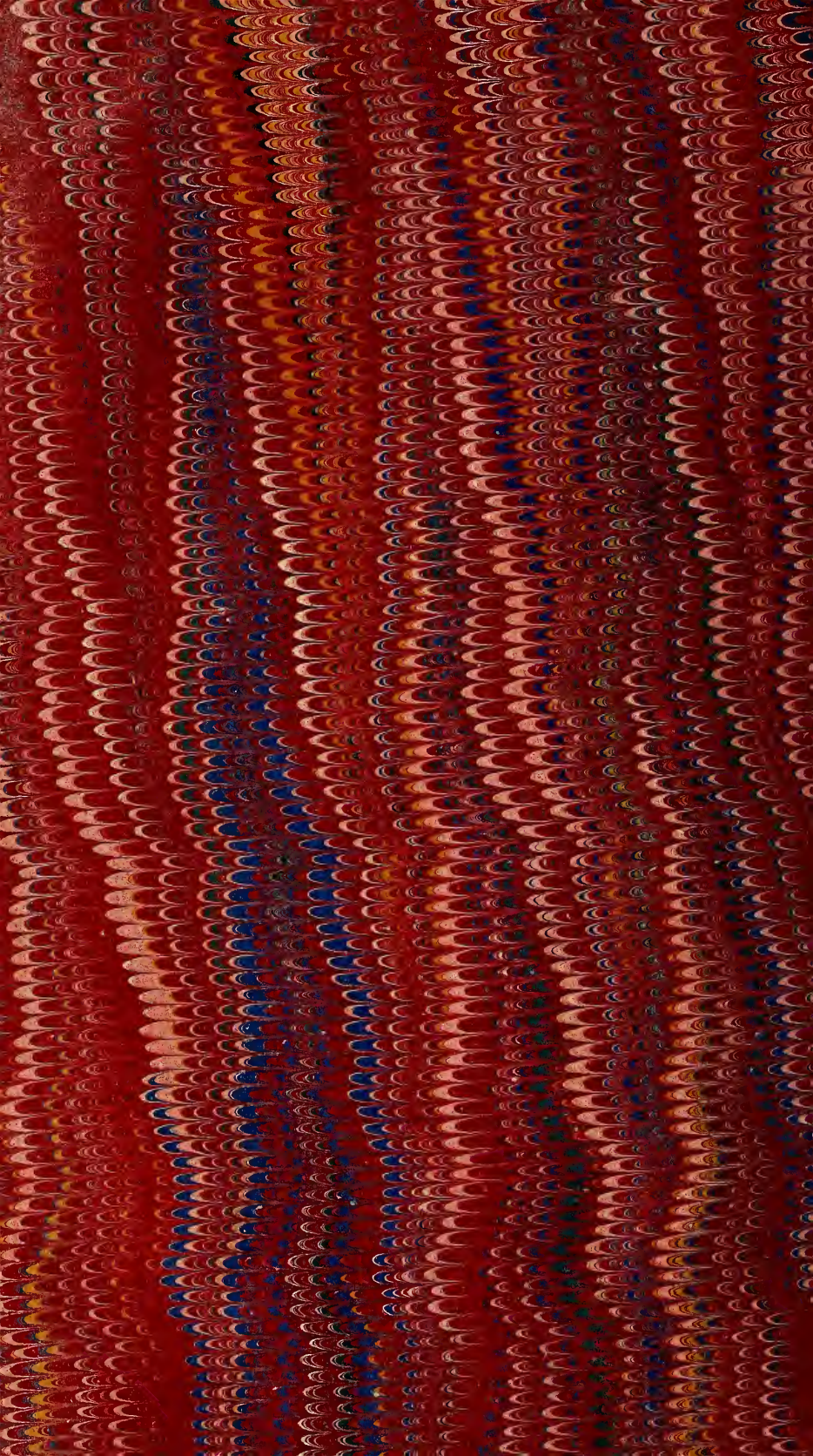
The completion of the century naturally awakens our deep affection for Columbia, and our hope that some decided steps may be at once taken towards the accomplishment of that beneficent design.

Whether the new site for the College thus to be expanded is to be ten acres within the city limits, or a thousand or more in the country, with stream, or lake, and woods recalling the academy of Plato, and the leafy shades of Tusculum and of Oxford, may we not ask that that question be decided now? That the first decade of the new century may see the rise of our Alma Mater as the nursing mother of hundreds of ingenuous youths, where she has hitherto counted them by tens, shedding her generous culture and gracious influence over our great city, and greater State, and beyond its bounds, upon the vast Republic, at whose birth a century ago, her sons assisted.

Καίρὸν γνῶθι was the advice of the Grecian sage. Know your opportunity is the American maxim of to-day. For the delay in carrying out the scheme adopted so long ago, there has been urged repeatedly a want of means; but Columbia, with her present rent-roll, can no longer plead *in forma pauperis*. Her law school and her school of mines, to which her Trustees may well point with honorable pride, show, with a significance not be overlooked, what can be done by wise, scholarly, and resolute action, in contrast with what may be lost by fruitless deliberation.

Let us cordially offer to the Trustees our willing and ready aid for the accomplishment of this work. Let us trust that the success achieved in these schools may soon crown the rising University; and let us hope, *Deo juvante*, that the future of the College, so far from recalling the ancient saying, *Deliberat Roma perit Saguntum*, will justify the more inspiring legend, Her children acted, and Columbia was saved.







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